

**Low-Prep, High-Impact
Intervention Strategies for
Struggling Secondary Students
Jim Grant**

MBI Conference

Secondary Level

June 17, 2014

1:00-4:00 PM

1-877-388-2054 ★ jgrant@sde.com

Student Dossier

Name _____ Date _____.
Name of parents/guardian _____.
Name of siblings _____.
Name of pets _____.
Name of friends _____.
Life circumstances _____.
Hobbies? _____.
Interests? _____.
Other _____.

1.

What is Differentiated Instruction?

Differentiated instruction is a way of teaching that operationalizes and maximizes personal learning for all students. It is a collection of evidence-based, instructionally intelligent best practices and strategies that make it possible for teachers to create **multiple pathways** that respond to the diverse needs of each student.

**If students aren't learning
the way that we teach,
then we need to teach them
the way that they learn.**

2.

Amendments



Universal Interventions

Universal interventions are targeted perseverance strategies and modifications that accommodate the learning needs of a wide range of at-risk students and will lead to improved performance and/or a change in behavior in relation to a specific goal.

4.

A Goal, an Objective, or an Activity?

A **GOAL** states **what** the student will learn.

An **OBJECTIVE** is a **measurable end** that can be achieved within a stated timeframe.

An **ACTIVITY** will help students achieve the **stated goal**.

5.

Extraordinary Teachers Follow The Upgraded Rule of Four For Instruction

1. <u>I do it</u> Explicit teacher instruction	2. <u>We do it</u> Guided practice	3. <u>Together we do it</u> Collaborative teamwork	4. <u>You do it</u> Independent practice
---	--	--	--

Collaboration Consolidates Learning!

Collaboration is a 21st Century skill.

Modeling

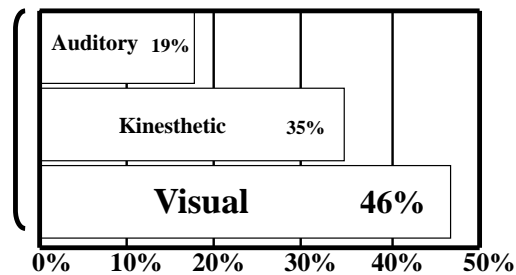
Together

Collaboration

Solo

6.

K-12 Modality Preference



The more senses that are activated, the more likely the information will be encoded.

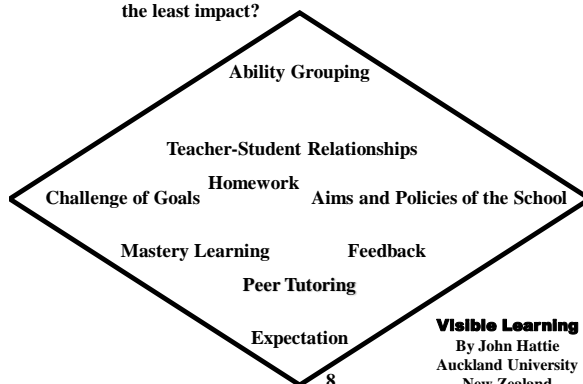
Marilee Springer

7.

David Sousa

Which experience has the greatest impact on student achievement? Which one has the least impact?

1 of 4



8.

2 of 4

What is Growth-Producing Feedback?

Growth-producing feedback could be characterized as engagement-increasing practices, assessment of progress toward a specific goal, opportunities for error correction that leads to increased production and academic improvement. Feedback identifies where the student stands in relationship to a stated goal and what they need to do to improve their achievement.

Adapted from the work of:
John Hattie and
Susan M. Brookhart, et al.

9.

3 of 4

Common Feedback Modalities

Three feedback modalities include:

1. giving feedback in **writing**. Written feedback allow students to save the comments to look over at a later time.
2. providing feedback **orally** is considered a preferred way to communicate with struggling readers. Oral feedback is ideal for students doing math seatwork. Holding conversations with students is considered a best feedback practice.
3. visually **modeling**/demonstrating/illustrating feedback.

Adapted from the work of: Susan M. Brookhart
10.

Positive Feedback

The positive aspects of feedback include:

- ___ improving student engagement.
- ___ motivating students to improve their performance.
- ___ showing students that the teacher cares.
- ___ helping students to know what to do next.
- ___ moving students academically forward.
- ___ building resiliency/persistence.
- ___ raising student performance.

11.

Preparing for Success
Meeting the Language and Learning Needs
of Young Children from Poverty Homes
by Carolyn Weiner, Ed.D., CCC-SLP

Class	Number of Words Heard per Hour	Estimated Number of Words Heard per Week	Encouragement vs. Discouragement per Week
Welfare Children	616	62,000	1,200 vs. 1,100
Working Class Children	1,251	125,000	1,200 vs. 700
Professional Class Children	2,153	215,000	3,200 vs. 500

12.

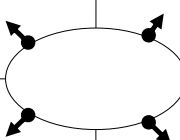
Wrap-Around Engagement Tips

Engage all students by:

1. “cold-calling” on non-volunteers.
2. using the loop-back Q & A technique.
3. utilizing the piggy-back response strategy.
4. “snagging” students at the door technique.
5. having students summarize what they have learned.

13.

Word Map

Definition:	Draw a picture or symbol:
	
Non-example/Antonym:	Example/Synonym:

www.sde.com/downloads

14.

On-Your-Own Vocabulary Learning

Three word-learning strategies that work include using:

- ☐ context to infer and unlock the meaning of unknown words.
- ☐ word parts to glean word meaning (decompose words).
- ☐ the dictionary and related reference tools.

Do not assume that students already know how to use the above strategies.

Adapted from: *The Vocabulary Book*, Michael F. Graves

15.

Vocabulary Acquisition

Best practices include:

1. sustained silent reading (SSR).
2. teacher read alouds.
3. teacher directed instruction.
4. parental instruction.

16.

READING ALOUD

Tips for reading aloud include:

1. selecting high-interest material that is engaging and motivational (see slide 1).
2. introducing novel/domain specific vocabulary.
3. pausing to elaborate on vocabulary meaning.
4. stopping to weave in comments and questions, thus creating conversations about the text between the students and teacher.

17.

Thoughts About... READING ALOUD

When reading aloud:

1. take time to build background knowledge.
2. always set a purpose for reading.
3. have students follow along silently in their text.
4. have students reflect on what has been read.

18.

Q. Should students be required to read aloud?

A. No! Students shouldn't be "made" to read aloud?

"Popcorn" reading:

1. can embarrass poor readers.
2. can humiliate and stress English language learners (ELL).
3. places the focus on decoding, rather than making meaning from print.
4. tends to bore students who are waiting a turn to read.
5. mean students read out loud 125 words per minute versus 250 read silently.

19.

Reading Aloud Tips

Engaging readers:

- make different sounds.
- are animated.
- vary their tone of voice.
- fluctuate their voice volume.
- vary their pacing.
- use facial expressions.
- use "eye talk."
- incorporate different gestures.
- utilize various postures.
- use both smiles and frowns.

20.

20.

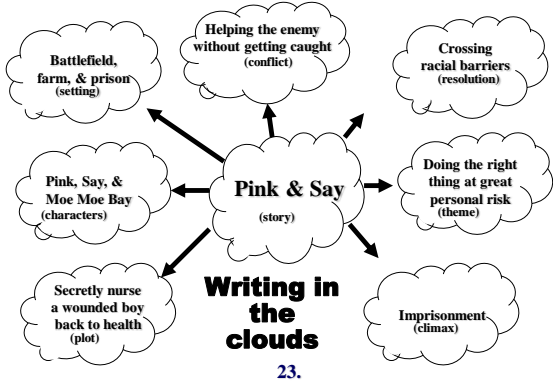
Andersonville Prison
Ohio
Pinkus Aylee
Confederate
marauders
baking powder biscuits
Moe Moe Bay
wounded
fever
dysentery
President Abraham Lincoln
Georgia
buckboard
Inconsolable
root-cellar
fifteen
Sheldon Russell Curtis
lime pit
Forty-eighth Colored
dried beans
stockade
oat porridge
salt pork
Bull Run
musket
starvation
Washington
Ohio Twenty-fourth
corn bread
coward
Michigan
knotted hemp
deserter
boxcar
Civil War
lead ball
Civil War
Mexican-American War
quilt
Pink and Say
mahogany
smote
raw milk
outfit
Union colors
pasture
willow tree

21.

List-Group-Label			
<u>Prison</u> prisoners smote stockade lime pit knotted hemp starvation Andersonville Prison	<u>People</u> marauders Confederates Ohio Twenty-fourth Abraham Lincoln soldiers Forty-eighth Colored Moe Moe Bay Pinkus Aylee Sheldon Russell Curtis Pink and Say	<u>Health</u> wounded fever dysentery	<u>States</u> Ohio Washington Michigan Georgia
<u>Settings</u> pasture Andersonville Prison willow tree Bull Run	<u>Emotions</u> coward deserter inconsolable	Word sorts promote higher level thinking.	
<u>War</u> outfit Civil War musket lead ball Mexican-American War Union colors Bull Run	<u>Food</u> oat porridge salt pork raw milk root-cellar baking powder biscuits dried beans corn bread		

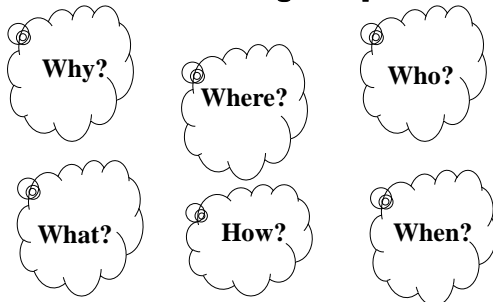
22.

7 Elements of The Short Story



23.

5-Ws + H Cloud Writing Template



A cloud writing template serves as a great outline to get struggling writers started.

24.

Graphic Organizers

Graphic organizers help students respond to the different forms of text structures including:

- ___ 1. cause and effect.
- ___ 2. compare and contrast.
- ___ 3. description.
- ___ 4. problems and solutions.
- ___ 5. sequence or chronological order.

25.

Visualizing

Topic: *The Orphan Trains 1854-1929*

Visual details steam train lots of kids orphan riders	Sounds whistle chugging clickity-clack	Smells burning coal farm smells
Tastes "coal smoke"	Setting	Touch leather seats new clothes
<i>The Orphan Trains</i>		
Tastes jelly sandwiches	Characters	Touch feel muscles cardboard suitcase
Visual details kids on stage "baby" train new clothes	Sounds crying snoring	Smells stinky people

26.

Adapted from: Janet S. Allen©

Dictionary Obstacles

1. Most dictionary definitions are written in a style ("*narritory*") that is **NOT** user-friendly to struggling readers.
2. Often dictionaries definitions **DO NOT** contain enough information to allow students to use the word correctly in a sentence.
3. Too often the words used to define the entry word are more complex than the word being looked up!

27.

Seven Textbook Secrets

1. The textbook user is usually **NOT** the buyer.
2. The "*mentioning mode*" of content writing results in skimpy written material, lacking depth or clarity.
3. Words are often vague and short rather than specific, longer, and precise.
4. Adjectives are often eliminated from the original writing.
5. Many interesting words, usages, and stereotypes are "banned" from textbooks.
6. Topics are treated so superficially that students are unable to find meaning in what they are reading.
7. In general, the writing in many textbooks is choppy, stilted, and monotonous. Rigid adherence to a readability formula has resulted in the elimination of long words, unfamiliar words, and longer sentences.

28.

SEVEN READING OBSATCLES

- __ 1. The reading level is too high.
- __ 2. The student suffers from "*Dysteachia*."
- __ 3. The student is "*information poor*."
- __ 4. The reading material is uninteresting (see slide 1).
- __ 5. The student is an inexperienced reader.
- __ 6. The student is unable to break the language code.
- __ 7. There is a lack of appropriate interventions.

29.

THE FORGETTING CURVE

The results from one study with textbook material found that:

- 54 % of the material was remembered after 1 day;
- 35 % of the material was remembered after 7 days;
- 21 % of the material was remembered after 14 days;
- 8 % of the material was remembered after 21 days.

The Basics of Effective Learning

M. Keeley, 1997

30.

Access Features of Expository Textbooks

Textbook Access Feature	Purpose of Feature
<input type="checkbox"/> Table of Contents	
<input type="checkbox"/> Preface	
<input type="checkbox"/> Introduction	
<input type="checkbox"/> Headings/subtitles	
<input type="checkbox"/> Topic sentences	
<input type="checkbox"/> Call outs	
<input type="checkbox"/> Labels/captions	
<input type="checkbox"/> Bullets	
<input type="checkbox"/> Italic/bold print	
<input type="checkbox"/> Graphics: maps, diagrams, photos, timelines, illustrations, cutaways, overlays, graphs, sidebars, etc.	
<input type="checkbox"/> Glossary	
<input type="checkbox"/> Index	

31.

Characteristics of Critical Thinkers

Characteristics include:

1. use of quality standards.
2. flexibility.
3. transfer of knowledge.
4. independence.
5. open mindedness.
6. perseverance.

Adapted from: Max Teaching With Reading And Writing
Mark A. Forget

By

32.

Reading Strategies

1. Before reading:

- ___ skim/scan the text.
- ___ make predictions.
- ___ set a purpose for reading.
- ___ draw on your background knowledge.

2. During reading:

- ___ monitor your reading.
- ___ use fix-up strategies.

3. After reading:

- ___ review/reflect/rethink/retell.
- ___ evaluate/analyze.
- ___ summarize.

Assume that many of your students have **never** been taught to be strategic readers.

33.

Background Knowledge

The knowledge a student has in relation to a specific topic.

Prior Knowledge

Prior knowledge takes into consideration the totality of students' learning and experience.

Prior knowledge is related, but not limited to:

- ___ environment.
- ___ home language.
- ___ cultural customs.
- ___ religious beliefs.
- ___ family dynamics.

34.

Fix-Up Intervention Strategies

Have students:

1. use their thinking-aloud voice by turning their reciting voice into a conversation voice.
2. ask questions to clarify meaning.
3. reread the material.
4. read the text more slowly/rapidly.
5. find a substitute for unfamiliar words.
6. try skipping over words.
7. visualize what is happening when they are reading.
8. code the text with different colored highlighters or Highlighting Tape™.
9. ask someone for help (*lifeline*).
10. connect the text to their prior knowledge.
11. write down what they are thinking about when they are reading (use Post-It Notes™).
12. read subtitles as if they were questions.

www.sde.com/downloads

35.

What Successful Students Do When No One Is Looking

Successful students interact
with their text by:

- ☐ circle/underline specific words and phrases.
- ☐ asterisk* important information.
- ☐ bracket sentences and paragraphs.
- ☐ highlight (tape/marker) words and phrases.
- ☐ fold down page corners.
- ☐ “talk to the author” by writing in the margins (use talk-back strips).
- ☐ notate questions or comments on Post-It-Notes™.
- ☐ use sticky arrows/flags to pinpoint specific information.

36.

What Poor Readers Don't Do!

Struggling readers tend **NOT** to:

- ☐ 1. use fix-up strategies.
- ☐ 2. make predictions.
- ☐ 3. read for purpose.
- ☐ 4. draw on prior knowledge or inappropriately use prior knowledge.
- ☐ 5. create mental pictures (visualize) when they read.
- ☐ 6. talk aloud while processing.
- ☐ 7. reread...more slowly or faster.
- ☐ 8. think about their thinking (metacognition).

37.

Graphic Novel Publishers

- Saddleback www.sdlback.com
- Scholastic www.scholastic.com
- Rosen www.rosenpublishing.com
- Hampton-Brown
www.hampton-brown.com
- Capstone www.capstonepress.com
- Steck-Vaughn www.steck-vaughn.com

38.

Getting Students to Read

Tips to get students to read include:

1. giving them a choice in what they read.
2. getting to know their outside interests (see slide 1).
3. helping them find reading material.
4. encouraging them to read a variety of genres.
5. allowing them to read a wide range of material in class.
6. ensuring that your classroom library is well stocked with a range of ***"nonschool"*** reading material.

Adapted From: Strategies for Teaching Boys & Girls
Michael Gurian, Kathy Stevens, and Kelley King
39.

Struggling Boy Readers

Struggling boys tend to check for:

- ☐ the book's appearance. Does it look good?
- ☐ an action packed cover!
- ☐ interest.
- ☐ the book size.
- ☐ the number of pages.
- ☐ the font size (easy-to-read).
- ☐ the print layout (wide margins!).
- ☐ captivating photos & illustrations.

40.

Struggling Boy Readers

Boys like to read books in a series because they are already familiar with the:

- ☐ plot structure.
- ☐ characters.
- ☐ setting.
- ☐ genre.
- ☐ previous books in the series.

Boys like the predictability of knowing how books in a series work!

41.

Why Reading Cards?

Reading cards are:

1. high interest.
2. very visual.
3. leveled for readability.
4. formatted to motivate discouraged learners.
5. designed to help improve comprehension skills.

42.

Anticipation guide

**Use an anticipation guide to
“prime the pre-reading pump.”**

The statements should:

- ___ rephrase what the text says.
- ___ be believable.
- ___ cover an important concept of the lesson.
- ___ stimulate critical thinking.
- ___ force students to interpret large segments of the text.

**Anticipation guides
help students process text material.**

43.

ANTICIPATION GUIDE

Topic: What roles Canadian women played in WW II?

Name 5 ways you think women contributed to the war effort.

Before reading

After reading

Agree Disagree

Agree Disagree

☐ ☐

1. Women dusted the army barracks.

☐ ☐
☐ ☐

2. Women sewed uniforms.

☐ ☐
☐ ☐

3. Women cooked for the troops.

☐ ☐
☐ ☐

4. Women worked in hospitals tending the sick and wounded.

☐ ☐
☐ ☐

5. Women worked in factories doing light assembly of war products.

☐ ☐

44. Conceptualized By: Harold Herber 1978

LEARNING PYRAMID

Dale's Cone of Seven Experiences

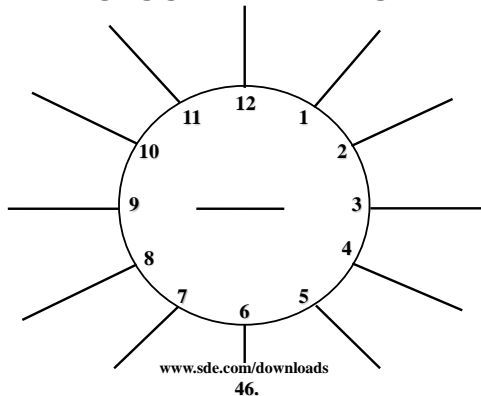
- Teach Others/Using Your Learning
- Reading
- Discussion Group
- Practice By Doing
- Lecture
- Audio-Visual
- Demonstration

Brainstorm With A Colleague

Identify the one experience that has the **most** impact on the learner and the one that has the **least** impact.

45.

CLOCK PARTNERS



46.

R.A.F.T. Writing Strategy

R = Role of the writer.

A = Audience for the writer.

F = Format of the writing.

T = Topic of the writing.

The R.A.F.T. strategy is a motivational planning device (template) for writers.

47.

Imagery

Smells	Setting	Sights
	Touch	Sounds

Name: _____ Date: _____

48.

Word Bank Template

A writing template is a *high-leverage* strategy that will help ***“jump start”*** struggling writers.

Remember...

the brain is a category seeker and likes chunking.

Mind maps help reluctant writers organize their thinking and prior knowledge and provides them a place to ***“park”*** their writing ideas.

Encourage students to write from their senses and emotions.

49.

Telephone Writing

Character	Setting	Problem	Solution
1. Heather	1. store	1. sick	1. write a note
2. Chester	2. field	2. parents split	2. pay for it
3. Karen	3. lake	3. found some money	3. move on
4. Nancy	4. sidewalk	4. lost book	4. counseling
5. Judy	5. house	5. mean text message	5. repair the damage
6. Lynn	6. attic	6. no dance date	6. clean up
7. Jan	7. car	7. hungry	7. befriend the person
8. Patty	8. ball game	8. fight with a friend	8. apologize
9. Susan	9. cafeteria	9. failing school	9. get a job

50.

3-Step Interview



10 Questions for Cathy Williams

1. What circumstances motivated you to become a Buffalo Soldier?
2. Did you tell anyone you were going to join the army? If yes, who and what did you tell?
3. Were you afraid of being discovered? If yes, describe your fears. If no, tell why you were fearless.
4. Describe the physical examination you were given to qualify for the military.
5. If you were attracted to any fellow soldiers, how did you handle your feelings?

52.

10 Questions for Cathy Williams

6. Did anyone suspect you of being a female? Describe any close calls concerning being discovered you that may have had.
7. Were you conflicted about fighting against another minorities group? What were your feeling?
8. Tell what ways you identified with Indian oppression?
9. Tell about your medical problems and quality of care compared to white soldiers.
10. Were you angry at your treatment by the U.S. government?

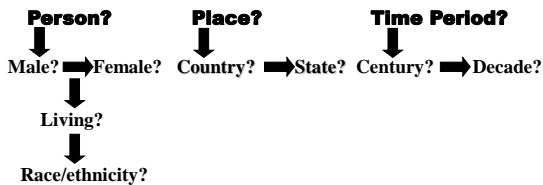
52A.

What's The Question (s)?

Lt. Col. George Armstrong Custer	President Dwight D. Eisenhower
Battle of Gettysburg	Berlin Wall
Col. Joshua Lawrence Chamberlain	Henry Ford
Thomas Edison	Stalin
Cathy Williams	Harry Truman
Iron Curtain	Albert Einstein
Amelia Earhart	Harry Truman
Twin Towers	Bill Clinton
General George S. Patton	Abraham Lincoln
Panama Canal	Auschwitz
Battleship Missouri	Paul Revere
Christopher Columbus	Old Ironsides

53.

Guess... Who? What? Where?



Title/Position? **Event?**

Dictator? Inventor? Disaster?

President? Actor? War?

Hero? Heroine? Artist? Politics?

Military? Musician?

Leader?

54.

Cooperative Learning

Five defining components include:

1. positive interdependence.
2. face-to-face interaction.
3. individual and group accountability.
4. interpersonal and small group skills.
5. group processing.

Adapted from: David Johnson and Roger Johnson

55.

Advantages and Disadvantages Held by the North and South Before the Civil War

Northern	Southern
A. Advantages:	C. Advantages:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
B. Disadvantages:	D. Disadvantages:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

56.

Three Facts and a Fib

Have students:

1. write down 4 facts they've learned about a specific topic.
2. convert one of their facts to a fib/myth/half-truth.
3. go around the classroom and share their 3 facts and a fib with their classmates. Have students record the name of each classmate that they have **"fooled."**

57.

Provide struggling students with laminated quality cards.

Three Facts and a Fib Quality Card

1. There is a title.
2. There are three facts.
3. There is one fib.
4. The three facts and a fib are written in a reasonable way for your peers to answer.
5. There is a way to record the names of classmates who have been stumped by the fib.

58.

58.

Four Square Interview



Topic: _____

Smells:	Sights/Sounds:
Physical appearance:	Emotional thoughts:

Interviewer: _____ Interviewee: _____

59.

Highly Engaging Teachers Differentiate Wait-Time/Think-Time

Wait-time allow students sufficient time to process and develop a response to a question before the teacher asks a specific student to respond.

1. Every 15-20 minutes provide a 30-60 second *turn-n-talk* break for students to process information.
2. Give students 3-5 seconds of “wait-time” for literal/recall questions.
3. Some students need more than 5 seconds when the question is above their recall level (critical thinking).

www.sde.com/downloads

60.

4. Some boys may need up to 60 seconds to bring information up on their “screen.”
5. Many “*information poor*” students from poverty need additional think-time.
6. Students whose primary language is **NOT** English will need additional processing time.

ELLs need “*time-lapse*” processing!

www.sde.com/downloads

61.

“Time-Lapse” Processing

Provide English language learners (ELL) additional wait-time to process complex information before expecting an answer. Allow ample time for ELL students to retrieve words from their first language necessary for creating a mental picture.

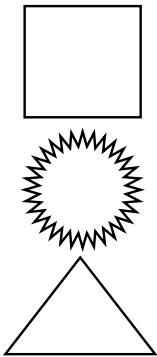
62.

- 7. Students who are introverted thinkers need a little more wait-time to process silently before answering. Some need quiet reflection time.
- 8. Students with expressive language (speaking & writing) difficulty often need more think-time for the retrieval of words and thoughts.
- 9. Students with learning disabilities who have difficulty locating and retrieving **“stored”** information will benefit from increased think-time.

www.sde.com/downloads

63.

Exit Ticket



Things I am squared away with:

Things swirling around in my head:

Three things that fit with what I know:

64.

Teacher Workshops
Bring Jim Grant to your school

Grit, Mindset, and Determination: Strategies to Help Students
 Persevere Academically and Reverse an Entitlement Mindset

Low-Prep, High-Impact Intervention Strategies
 To Raise The Achievement of Struggling Students
 Strategies To Help ALL Students Academically
 Persevere In The face of Challenging Standards
 Universal Intervention Strategies:

Helping At-Risk Students Academic Success
 Reading Intervention Strategies for
 Students Who Read It, But Don' t Get It.

40 Discipline Tips And Classroom
 Management Strategies That work
 What Extraordinary Teachers Do Differently

Jim Grant — Staff Development for Educators
 1-800-924-9621 Ext.1140 jgrant@sde.com

Administrator Workshops
Bring Jim Grant to your school

If You' re Riding a Horse and It Dies, Get Off!:
 Understanding The Future of School Change
 The Changing Nature of Society:
 Understanding the Impact On Schools and Communities
 50 Leadership Tips and Tactics for Courageous Principals
 Grade-Level Retention In an
 Era of High Standards

What Extraordinary principals Do Differently
 Mindset, Grit and Determination:
 The Key to *Leading by Influence*

Grit, Mindset, and Determination: Strategies to Help Students
 Persevere Academically and Reverse an Entitlement Mindset

Jim Grant — Staff Development for Educators
 1-800-924-9621 Ext.1140 jgrant@sde.com
